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THE UNIVERSITY OF ALBERTA
COGNITIVE DISSONANCE, SELF ESTEEM AND
INTERPERSONAL ATTRACTION



by
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The undersigned certify that they have read,
and recommend to the Faculty of Graduate Studies for
acceptance, a thesis entitled Cognitive Dissonance,
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by Dorothy Phillips Besier in partial fulfilment of
the requirements for the degree of Master of Arts.

ABSTRACT

Self esteem has been found to be an important personality variable in dissonance experiments concerned with the effects of negative or aggressive behavior on liking of the victim. Persons with high self esteem are expected to experience more dissonance because aggressive behavior conflicts with their self concept. The high self esteem person would reduce dissonance by derogating the victim. This effect has been found by Glass (1964) to occur only when there is a choice regarding the behavior.

The effect of self esteem differences on liking following positive behavior is investigated in this study. It is assumed that performing an action which benefits another person is inconsistent with the self concept of low self esteem persons. It was predicted that the low self esteem person who gave a positive impression statement by his own choice to someone who obviously appreciated it, would experience dissonance and would increase liking more than subjects in other conditions.

Subjects self esteem was measured prior to the experiment (chronic self esteem) and was manipulated on arrival at the experiment (acute self esteem) both

at two levels, high and low. After viewing a confederate on TV who was ostensibly in the next room, subjects rated him a first time. Three impression statements prepared by the experimenter were described, one positive one neutral and one negative. Subjects were asked to read (choice) or told to read (no choice) one of these statements. Actually only positive and neutral statements were read. A $2 \times 2 \times 2 \times 2$ design resulted.

Results contradicted the predictions. Low self esteem subjects with choice who read a positive statement did not increase liking more than when they had no choice or more than high self esteem subjects. High self esteem subjects who read a positive statement by choice increased liking more than when there was no choice, although this difference did not quite reach significance at the conventional level. This trend is consistent with other dissonance experiments. However, reading a neutral statement also led to increased liking for all subjects except low self esteem subjects with no choice. Reading a neutral statement led to greater liking in low self esteem subjects when they had a choice compared to when they had no choice. Possible explanations for these results are discussed.

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INTRODUCTION

Self esteem and its effect on interpersonal attraction and hostility has been the subject of recent theoretical writing. Aronson (1969) suggested that dissonance theory has usually postulated inconsistency between two cognitions held by an individual, one being his attitude toward an object or person, the other a cognition about his behavior toward that object or person. He points out that dissonance experiments are really dealing with inconsistency between a self concept and cognitions about an action that violates that self concept. Since it is not likely that an individual will change a long ingrained self concept, and since he cannot change the action already performed, a person will look for a reason or justification for his action. A change in attitude toward the target will restore cognitive consistency if the attitude moves in the direction of the action. A negative action toward another can lead to a negative attitude toward the victim when the action conflicts with a self concept but not if there is no conflict between the negative action and the self concept. A positive action may lead to a positive attitude toward the beneficiary if it conflicts with a self concept.

The situation in which a negative action conflicts with a self concept was investigated by Glass (1964). He gave subjects falsified psychological reports which either raised or lowered their self esteem. Subjects were then given choice or no choice to deliver shock to a confederate in a learning paradigm. High self esteem subjects with choice were found to dislike the confederate more after shocking him than subjects in the other three conditions. Glass reasoned that aggressive behavior is more dissonant with a person's self image the more self esteem he possesses.

The situation in which a positive action conflicts with a self concept has not yet been investigated and is the concern of the present study. It is assumed here that performing a positive action toward another is dissonant with the self concept of a low self esteem person. It is predicted that the low self esteem person will reduce dissonance by increasing liking of the beneficiary of his action. If this can be shown it would help to clarify the relationship between dissonance theory and self esteem. As Aronson (1969) has noted, most experimenters have made the tacit assumption that people have high self concepts. He further suggested that since dissonance experiments designed with this assumption implicit have achieved the expected results

there is some support for the assumption. However, there is as yet no evidence to demonstrate whether people with low self concepts do experience dissonance. It is possible to postulate that low self esteem persons do not concern themselves with maintaining cognitive consistency, that dissonance is an experience of a high self esteem person. However, neither dissonance theory nor self esteem theory has been refined to this extent.

While the relationship and effects of self esteem and negative behavior on liking for the victim have been investigated only by Glass (1964), the dissonance theory prediction that negative behavior will lead to a greater dislike of the victim has been more widely researched (Davis & Jones, 1960; Lerner & Simmons, 1966; Walster & Prestholdt, 1966). Davis and Jones had subjects read a negative statement to the confederate with either choice or no choice. As expected, subjects in the choice conditions increased dislike of the victim when they did not anticipate meeting him after the experiment. The prediction that positive behavior toward another will lead to increased liking has also been researched (Jecker & Landy, 1969; Walster & Prestholdt, 1966). Jecker and Landy had subjects do a favor either for a mildly negative experimenter or for the psychology department. They found that doing a favor for the experimenter

increased liking of him more than doing the favor for the department and more than doing no favor at all. They reasoned that performing a positive action toward a somewhat negative person created dissonance which could be reduced by changing the attitude in the direction of the action. They suggest, however, that since the experimenter asked for the favor, it is not clear whether the asking or the performance of the favor was the factor that led to increased liking.

Walster and Prestholdt had subjects evaluate a case history of a mother and daughter, clients of a social work agency. Initially they were led to make a misjudgment about the principals in the case history. Later information given the subjects revealed that the judgment was, for the mother, overly generous and for the daughter, overly negative. Some subjects knew that their evaluations were being sent to the clients' social worker to help him in working with the case (committed condition). Other subjects knew that their evaluations were not used (uncommitted condition). Strongly committed subjects liked the mother, toward whom they had been overly generous, significantly more than uncommitted and control subjects. Uncommitted subjects liked the mother less than control subjects. The daughter, who had been rated overly negatively, was disliked more by committed subjects than by uncommitted or control

subjects. Control subjects had not made the initial misjudgement. This study demonstrated that when there is commitment, dissonance leads to change in liking in the direction of the action. This is an addition to the evidence that dissonance effects are found not only when the action is negative but also when it is positive.

The present study attempts to maximize the possibility of creating dissonance for the low self esteem person by having him perform a positive action by his own choice toward another person, who then shows his appreciation. There are several factors which contravene this goal and each of them has been considered in designing the experiment. A brief outline of the experiment will help to clarify discussion of these factors. Subjects were selected from a population pre-tested with a self esteem measure. On arrival at the experiment, subjects were given falsified psychological reports to either raise or lower their self esteem. A videotape of an interview with a confederate (C) was then presented as if C were in the next room. Ss were asked to make a first impression rating of C. Three statements of impressions which had been prepared by the experimenter were then described to S, one positive, one neutral, one negative. Ss were either asked to read to C (choice condition) or told to read to C (no choice condition) one of these statements of

impressions. Either the positive or neutral statement was actually read by a S. During the reading C appeared again on the TV screen looking pleased. Ss were informed that they would not meet C. They then re-rated C and answered questions about their own self esteem.

The first factor to be considered in identifying dissonance in low self esteem persons was the effect of the experiment on high self esteem persons. In order to measure potential increases in liking for C he was presented as neutral, that is, he was not so likeable that he would be rated very highly on the first impression form. Reading a very positive evaluation to a person already rated neutrally may have been seen as dishonest. The person with high self esteem has been shown to experience more dissonance when he behaves in a dishonest manner than a person of low self esteem (Aronson & Mettee, 1968). To discover whether dissonance was actually created for the high self esteem person by reading a positive evaluation, a neutral statement condition was included in the design. Half of the subjects read a neutral statement of impressions to C. If dissonance were being created because of dishonesty, the high self esteem person who read a positive statement by choice would be expected to change toward liking the confederate significantly more than when he read the neutral statement by choice. The neutral statement

condition was expected to provide a baseline of how much change in liking occurred after reading a statement to the confederate.

Another problem considered in designing the experiment was the fact that the situation in which the person behaves positively is quite different from the situation where he behaves negatively. In the latter, Bramel (1969) suggests that there are two factors operating which can produce dissonance. First, there is a discrepancy between what the high self esteem person expects of himself and his negative behavior. Second, his behavior may be seen as morally wrong. Presumably, morally wrong behavior may produce disturbance by itself whether or not it confirms his expectancies of himself. In the situation where the behavior is positive, these two factors work in opposite directions. If we can assume that the person of low self esteem is not in the habit of performing positive actions which benefit others, that he does not see himself as a person who does things for others, then his action will disconfirm his expectancy of his own behavior. He may reduce dissonance by increasing his liking of C. However, performing a positive action is culturally acceptable and will not produce the disturbance created by an action seen as morally wrong. Rather than change his attitude, the low self esteem person may simply raise his self esteem

after behaving positively. Since Ss self esteem was rated at the conclusion of the experiment the effect of the self esteem manipulation is confounded with the possible effects of reading a positive statement. However, the effect of reading a neutral statement on self esteem should be negligible so that a comparison between the self esteem ratings of low self esteem Ss who read a positive statement and those who read a neutral statement should indicate whether this effect had taken place.

Choice was considered in the design of the experiment because it has been shown to be an important variable in creating dissonance (Brehm & Cohen, 1962; Davis & Jones, 1960). When a person feels he has no alternative, that he is a passive victim of fate, then his action will result in relatively little dissonance. If he feels that he has chosen one alternative action and his behavior is still at odds with his private belief, then dissonance should be greater. Choice was varied in this experiment by giving half the subjects a choice to read one of the three impression statements, either positive, neutral or negative. Actually they were cajoled into reading the positive or neutral one assigned randomly by the experimenter. It was expected that dissonance would occur only in choice conditions and only these conditions would show any increase in

liking.

Two types of self esteem were each varied at two levels in this experiment. Each person has a more or less stable set of identity beliefs which are relevant across situations for the person's view of himself. This is referred to as chronic self esteem and was varied by choosing subjects from a pre-tested population as either high or low chronic self esteem individuals. Interactions with the environment may produce self evaluations which either raise or lower self esteem temporarily. This was called acute self esteem and was varied by giving subjects either a positive or negative falsified psychological report regarding his basic personality.

McGuire (1968) suggests that acute and chronic self esteem may be different variables and in persuasion experiments there is some evidence for this contention. An interaction has been found such that those high on both chronic and acute self esteem and those low on both show less persuasion (Gelfand, 1962). Lesser and Abelson (1959) results also show an interaction in this direction. On the other hand, it is reasoned that in this experiment Ss would be less likely to change chronic or habitual self esteem as a means of reducing dissonance so that the difference in dissonance effects may be more evident between high and low chronic self

esteem groups. A temporary lowering of self esteem would be more subject to change following a positive action so that the dissonance effect would not be seen as clearly. Because there is no clear cut prediction, both types of self esteem were included in this experiment.

Two remaining factors merit discussion. They were held constant in the experiment. First, Ss were told that they should not anticipate meeting the confederate. Berscheid, Boye and Darley (1968) found that anticipation of having to work with a person increases liking for him. In the present experiment, anticipation of meeting C might in itself change liking so that we could not separate out the effect of the positive action. Second, in all conditions the confederate appeared on the TV during the reading of the impression statement. He smiled and appeared pleased. Some studies (Walster & Prestholdt, 1966; Lerner and Simmons, 1966) have shown that dissonance is greatest after a positive action when the subject is aware that his action positively affected the beneficiary. Walster and Prestholdt interpret this knowledge of effect as a commitment. Knowing that he has affected another person in a positive way, he is committed to this positive impression which in their study was dissonant with a

previous impression. The resolution of dissonance was an increase in liking for the beneficiary. When no such commitment existed, that is, when subjects knew that the positive action would not affect the beneficiary there was a decrease in liking. The same type of commitment to the positive impression was intended to be created by having C appear to be positively affected by the statement when he reappeared on TV. To keep this factor constant the same tape was used for the neutral conditions as well.

In summary, the main prediction was that the low self esteem person who performs a positive action by his own choice will increase his liking of the beneficiary more than subjects in any of the other conditions. The choice-positive condition was expected to create dissonance between the self concept of the low self esteem person and the positive action he performed. Several steps were taken to increase the possibility of creating dissonance: 1) subjects were told they would not meet C; 2) C appeared to be positively affected by the statement; 3) choice in reading the statement was manipulated. Several steps were taken so that change in liking could be detected: 1) C appeared as a neutral person so that an increase in liking could be measured; 2) a neutral statement condition was

included so that any dissonance created in high self esteem persons and leading to an increase in liking could be detected; the neutral statement condition was expected to provide a baseline measure of change in liking; 3) two self esteem factors, chronic and acute, were included since the effects might be different.

METHOD

Subjects

Data from 62 male undergraduates at the University of Alberta were used in the analysis. Data from 9 others were discarded. One of these refused to read the positive impression statement when given a choice; 8 others were not convinced of the reality of the confederate next door. Of these 8, only 2 were in the same condition.

Selection of Ss was determined by their scores on the Janis and Field Feelings of Inadequacy Scale (1959) (Appendix B). This scale was administered among others at the beginning of the academic year 1969. Two groups, high and low chronic self esteem, were defined as scoring above and below the median on this test. The median was 72 for this population. Possible scores range from 23 to 115.

Subjects were either given credit for Introductory Psychology or \$1.50 for their participation.

Materials

Personality profiles used to manipulate acute self esteem were those used by Aronson & Mettee (1968). Subjects were assigned randomly to receive either a positive or negative profile which gave a general

evaluation of their personality.

The videotaped interview between the experimenter and the confederate was prepared for the experiment at the University of Alberta. The male confederate appeared contemporary to the first year university students who served as subjects. The confederate was casually dressed, smoked and appeared nervous throughout the interview. (See Appendix A for a transcript of the interview and copies of all materials).

Measures

Pre-measure. The pre-measure consisted of 10 questions designed to measure the Ss feelings toward the C. For each question Ss were asked to rate C on an unmarked line, 8.7 cm. long, with the ends marked by extremes such as 'Very much' and 'Not at all'. (Appendix B)

Post-measure. The post-measure consisted of the same 10 questions used in the pre-measure with the addition of two open-ended questions designed to allow Ss an opportunity to express opinions freely. (Appendix B)

Post-experimental self esteem measures. Two measures were used. The first, Behavioral Inventory, consisted of 12 questions from the Janis and Field Feelings of Inadequacy Scale and 6 questions from the Texas Behavioral Inventory, both sets of questions being chosen at random from the respective scales. A second measure,

Self Rating Scale, was a Semantic Differential form containing 15 bipolar adjectives. Both measures were used to measure Ss self esteem following the experiment. (Appendix B)

Checks on Manipulations. A final questionnaire consisted of 7 scaled questions and 2 open-ended questions, designed to check the other manipulations and to discover whether Ss had become aware that C was not actually in the next room. The debriefing session was also used for this latter purpose. (Appendix B)

Confederate's self rating scale. The same self rating scale described above was checked in a manner designed to be neutral. This was used as a rationale for having Ss rate C a second time. Ss were asked to add this information about C to their overall impression and fill out the post-measure. (Appendix B)

Impression statements. Two statements of impressions were prepared after the manner of the negative statement used in the Davis and Jones (1960) study. One was very complimentary and one more neutral in tone. These are given in the Procedure section.

Procedure

Subjects participated in the experiment individually. Each S was shown to a room equipped with television monitor, microphone, desk and two chairs. He was told

that another S was expected and that while he waited he might like to look at the report written by a psychologist on the basis of tests he did in the Fall. S agreed and was left for 9 minutes with the profile. The profile was numbered and a face page in the file contained the number 1252, the S's name and the psychologist's name. The high self esteem and low self esteem profiles were assigned randomly to Ss.

While S was reading the profile, E made a noise in the hall as if another S had arrived. E then re-entered the room and gave the rationale for the experiment to begin.

'This experiment is a study of how people form first impressions of others, especially when they have only a small amount of information to go on. We're interested in studying the kind of impressions a person forms of another when he can observe him but can't interact with him. So that's why we have the television set up here. There's a camera in the next room, it's a closed circuit TV set up so that you can observe him. I'm going to go next door and have a short interview with him, then I'll come back and ask you some questions about your impression. There's a little more to this experiment but I'll tell you about the rest as we go along'.

E then left the room and turned on the videotaped interview. After the interview E returned and asked S

to fill out a first impression form (Pre-measure) saying: 'Now I'd like you to give your impressions of him on this form. He won't see it so try to give your feelings about him, your first reaction'. When S finished, E gave the rationale for the next part of the experiment:

'As I told you there's a little more to this experiment. The next part concerns how a person reacts when he hears the impression that someone else has formed of him. Particularly we are interested in how a person reacts when he hears impressions that are either very complimentary, or very uncomplimentary or rather neutral. What I have done is to prepare three quite general statements of impressions. One of these is very complimentary and contains statements like 'My overall impression of you is very favorable'. One is neutral and has statements like 'My feelings about you are pretty neutral', and one has statements like 'You're not the kind of person I would choose for a friend', and that's the negative one'. Ss were then randomly assigned to one of four conditions involving variations of choice and type of impression statement. The various sets of instructions were as follows:

Choice - 'What I would like you to do is choose one of these to read over the microphone to him and then I'll ask for his reactions. You can choose any one of the three statements (Pause). Actually it would kind of

help right now if you would choose the complimentary (neutral) one. But it's up to you. Which one do you think you will choose to read to him?'

No choice - 'What I do is assign each person on this side of the experiment to read to the person on the other side one of these statements. I'll just pull one of these cards to see which one you are to read. It says you are to read the complimentary (neutral) one.'

Ss were then informed that they would not be meeting C after the experiment since they would be finished at different times. This was said to rule out the possibility that anticipation of meeting the confederate would influence his ratings. Ss were then handed the impression statement and given a few minutes to look it over. E left, ostensibly to inform the other subject about the next part of the experiment. Actually E turned on the videotape recorder and returned in 4 minutes to Ss room. E switched on the TV monitor and waited until the picture of C came on. E told S to go ahead. S then read the impression statement over the microphone while watching the picture of C who smiled and appeared shyly pleased.

Complimentary statement (Positive):

'As I understand it, my job is to tell you what my first impression of you is. Well, frankly, my overall

impression is very favorable. I really like you. I understand that we will not meet after this experiment and I'm sorry because I would like to know you better. It's not so much what you said that impressed me but how you said it. Your manner is quite quiet but at the same time you seem to have a lot of vitality. From your general interests and so on you strike me as a very genuine person, you seem to have a lot of depth. After watching just that short interview I would say you were a vital person but you don't blow your own horn too much. So that's about it, I was favorably impressed.'

Neutral statement:

'As I understand it my job is to tell you what my first impression of you is. Well frankly, it's difficult for me to say one way or the other. I understand we won't meet after the experiment and I'm not really disappointed but I certainly think I could enjoy talking with you if we did meet here or anywhere else. You seem like a nice person whom I might get to like, though our interests don't overlap all that much. Your manner is quite quiet, but I'm not sure if you would always be very easy going. My feelings about you after watching just that short interview are pretty neutral. I really can't say you made a strong impression'.

E then left saying he wanted to have C start on

his reactions to the impression statement. E returned in 4 minutes. This interval was given so that S could reflect on what had happened. E then gave the rationale for the post-measure, the second impression rating of C designed to remove it from the statement S had just read:

'I have here a self rating form that he filled out at the beginning of the session before our interview. I'd like you to look it over and try to integrate this new information into your overall impression of him. People generally use as much information as they have in forming impressions so if you'll just add this to the information you have already and fill out the form.'

The self rating form was filled out in such a way that C appeared somewhat inconsistent with the impression he had made in the interview but there was no systematic difference. This form was not expected to have any influence on the Ss impressions but was only a justification for asking S to fill out the same form a second time.

S was then handed the Behavioral Inventory, Self Rating form and Final Questionnaire. E explained them:

'Now there are some questions on this form that I have asked him to fill out and I'd like you to do it too so we will have some comparison data. This is a Behavior Inventory, then there is a Self Rating form like the one

he did and the last sheet is questions about the experiment itself. Please take your time and answer all of these questions carefully, It should take about 10 minutes.'

S was then fully debriefed and the importance of the experiment stressed. He was thanked for his participation.

RESULTS

Validation of experimental inductions

All experimental inductions were found to be successful.

Choice. In order to check whether Ss in choice and no choice conditions felt differently about choice, they were asked to respond to the question 'How much did you feel you could choose which impression statement you could read to the other subject?'. Analysis of variance indicated Ss with choice felt they could choose ($\bar{x} = 3.39$) significantly more than Ss with no choice ($\bar{x} = 5.91$) ($F = 17.37$, $df = 1/45$, $p < .01$). A low mean score indicates more choice. (See Appendix C for the analysis of variance).

C as negative. The attempt to make C appear neutral or slightly negative was successful. Scores on the pre-measure indicated a generally negative first impression. When responses for the first 4 questions were summed the mean rating was negative ($\bar{x} = 23.40$). (A middle score would be 17.4; high score is negative). There was no difference between acute or chronic self esteem groups. As well, analysis of variance of responses to the question 'How much did the statement you read correspond with your own impression of the other subject?' indicated that the neutral statement corresponded more closely to the Ss impressions ($\bar{x} = 3.56$) than the positive statement

($\bar{x} = 5.88$).

Positive-Neutral impression statements. From the point of view of the confederate, Ss viewed the positive statement as being more favorable than the neutral statement. Analysis of variance for responses to the question 'How do you think he regarded the impression statement you read to him?' indicated Ss in positive conditions rated the statement more positively ($\bar{x} = 2.77$) than Ss in the neutral conditions ($\bar{x} = 5.28$) ($F = 25.74$, $df = 1/46$, $p < .01$) (Appendix C). However, the question 'How did you regard the impression statement you read to the other subject?' showed no significant results. (See Appendix for the analysis of variance). This indicates that only when the statement was considered from the point of view of the person receiving it was there a difference between the positive and neutral statements and not from the content of the statements themselves.

Since Ss had rated C somewhat negatively on the pre-measure, the possibility was considered that the neutral statement was actually seen as positive or of benefit to C. However, evidence available in the experimental results did not support this interpretation. When asked 'How did you regard the impression statement you read to the other subject?' Ss rated both statements neutrally (positive $\bar{x} = 4.33$, neutral $\bar{x} = 4.22$).

Also, as stated above, from the point of view of C the neutral statement was rated somewhat negatively ($\bar{x} = 5.28$). Thus, although C was initially seen as slightly negative, it could not be concluded that the neutral statement was seen to be positive or beneficial to C.

Analysis of variance of responses to the question 'How much do you think the other subject liked you after hearing your impressions?' indicated that Ss who read a positive statement thought C liked them better afterward ($\bar{x} = 3.58$) (Neutral $\bar{x} = 4.93$) ($F = 19.85$, $df = 1/46$, $p < .01$) (See Appendix C). This implies that the positive and neutral statements were not seen to have the same effect on C despite the constancy of the videotaped reaction to the statement.

Self esteem. As expected, the self esteem measures yielded differences between chronic self esteem groups and acute self esteem groups. Since results of analyses of variance of scores on both the Behavioral Inventory and the Self Rating Scale were essentially the same, only results of the Self Rating Scale are reported here. Analysis of variance indicated that high chronic self esteem Ss rated themselves higher ($\bar{x} = 75.13$) than low chronic self esteem Ss ($\bar{x} = 70.26$) ($F = 9.02$, $df = 1/45$, $p < .01$). The acute self esteem manipulation was successful in changing Ss perception of themselves in the

experimental setting. The same scale indicated that Ss whose self esteem had been raised rated themselves higher ($\bar{x} = 74.90$) than Ss whose self esteem had been lowered ($\bar{x} = 70.33$) ($F = 6.11$, $df\ 1/45$, $p < .05$). Table 1 presents the analysis of variance on the Self Rating Scale.

Major dependent variables

For each of the 10 questions, responses on the post-measure were subtracted from those on the pre-measure for each S. Correlation coefficients were calculated on these difference measures for each of the 10 questions with the others. (See Appendix C for the Intercorrelation Table). The first 4 questions were found to correlate with each other significantly ($p < .01$) and since these questions were intended to measure affective reaction, these difference scores were summed to yield a Change in Liking score. These questions were: 'How much do you like him as a person?', 'How warm do you feel he is?', 'How much would you like to meet him socially?' and 'Is this the kind of person you would like to have for a friend?'.

Intercorrelations were also high between questions 5, 6 and 7: 'How difficult do you think it would be to get to know him well?', 'How well do you think he would fit in with your friends?' and 'Do you think he has a

Table 1

SUMMARY OF ANALYSIS OF VARIANCE FOR SCORES ON SELF
RATING SCALE

Source	df	MS	F
Acute self esteem (ASE)	1	243.75	6.11*
Choice (C)	1	87.75	2.20
ASE x C	1	0.23	0.01
Positive-Neutral (PN)	1	83.81	2.09
ASE x PN	1	416.83	10.44**
C x PN	1	0.51	0.01
ASE x C x PN	1	467.31	11.71**
Chronic self esteem (CSE)	1	360.06	9.02**
ASE x CSE	1	156.00	3.91
C x CSE	1	74.77	1.87
ASE x C x CSE	1	12.98	0.33
PN x CSE	1	16.67	0.42
ASE x PN x CSE	1	51.92	1.30
C x PN x CSE	1	14.77	0.37
ASE x C x PN x CSE	1	4.67	0.12
ERROR	45	39.91	

* $p < .05$ ** $p < .01$

good sense of humor?'. However, separate analyses of variance revealed that despite the correlations, different interactions are significant in each. Combining these responses would thus only obscure significant results and so these questions are considered separately.

Questions 8, 9 and 10: 'How mature do you think he is?', 'How sensitive do you think he is to the feelings of others?' and 'How intelligent do you think he is?' correlated marginally or not at all with the other measures. Only question 8 yielded results interpretable in terms of this study. This is discussed below.

Change in Liking. Analysis of variance of the Change in Liking scores was carried out with the four factors. The analysis indicated that the three way interaction between high and low acute self esteem, choice and no choice and positive-neutral conditions was significant ($F = 4.29$, $df = 1/46$, $p < .05$). Table 2 presents the analysis of variance and Table 3 the means. Figure 1 illustrates the interaction. Duncan's Multiple Range Test, Kramer's extension (1956) revealed significant differences between some of the means ($p < .05$). Table 3 indicates which means are different. Kramer's extension allows for unequal numbers of replications. For the 3 way interaction there were 8 Ss per cell except for 2 cells with 7 Ss each. (Kramer's test is presented in Appendix C). Since a low score on the pre-measure

Table 2

SUMMARY OF ANALYSIS OF VARIANCE FOR CHANGE IN LIKING

Source	df	MS	F
ASE	1	4.88	0.20
C	1	121.41	5.03*
ASE x C	1	6.55	0.27
PN	1	65.14	2.70
ASE x PN	1	20.06	0.83
C x PN	1	11.96	0.50
ASE x C x PN	1	103.58	4.29*
CSE	1	5.21	0.22
ASE x CSE	1	14.51	0.60
C x CSE	1	10.69	0.44
ASE x C x CSE	1	19.69	0.82
PN x CSE	1	31.79	1.32
ASE x PN x CSE	1	52.75	2.19
C x PN x CSE	1	18.27	0.76
ASE x C x PNxCSE	1	18.20	0.76
ERROR	46	24.13	

* $p < .05$

Table 3

MEAN CHANGE IN LIKING

		HIGH ACUTE SELF ESTEEM	LOW ACUTE SELF ESTEEM
		<hr/>	
CHOICE	POSITIVE	4.2 (8)	2.17 (7)
	NEUTRAL	5.69 (8) _b	5.93 (8) _{ac}
NO CHOICE	POSITIVE	-0.94 (7) _{ab}	2.85 (8)
	NEUTRAL	3.94 (8)	0.29 (8) _c
		<hr/>	

Note. Higher score indicates greater increase in liking.

Bracketed numbers indicate cell n.

Means followed by the same letter are different ($p < .05$) by Duncan's Multiple Range Test, Kramer's (1956) extension.

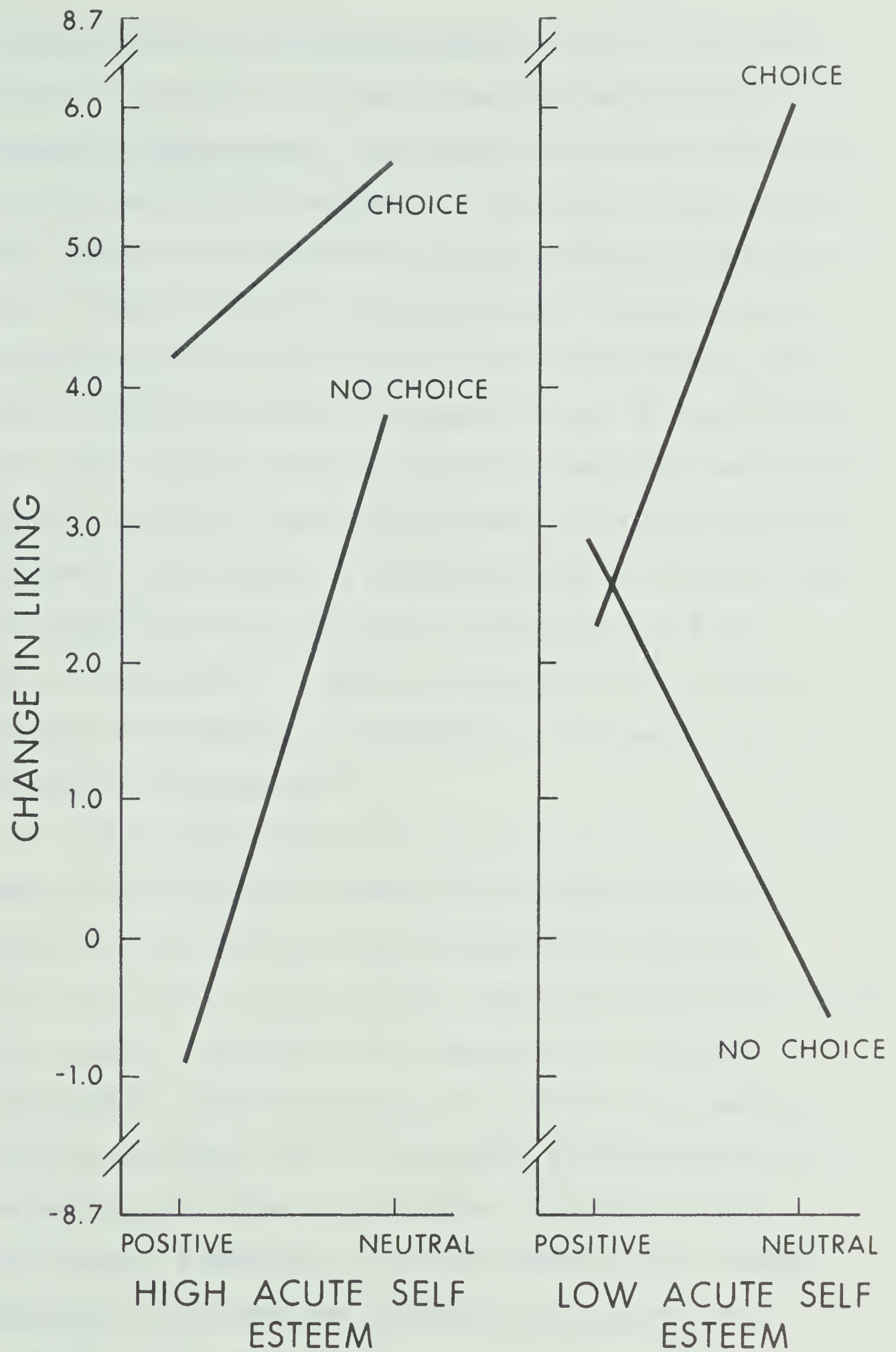


Figure 1. MEAN CHANGE IN LIKING

or post-measure indicated greater liking, a positive change in liking score indicated increased liking.

Change in Evaluation. Six questions were intended to measure evaluative responses. Analysis of responses to the question 'How difficult do you think it would be to get to know him well?' indicated that low acute self esteem Ss, after choosing to give an impression statement, thought it would be easier to get to know C than when they had no choice and easier than high self esteem Ss with choice. These differences are significant by Duncan's test (Kramer's extension) and the interaction is significant by analysis of variance ($F = 6.21$, $df = 1/46$, $p < .05$) . Means are presented in Table 4. (Analysis of variance and results of Kramer's test are presented in Appendix C).

For the question 'How mature do you think he is?' analysis of variance showed an interaction between acute self esteem and positive-neutral statements ($F = 4.08$, $df = 1/46$, $p < .05$). For low acute self esteem Ss, reading a positive statement led to a greater increase in maturity rating ($\bar{x} = 1.13$) than reading a neutral statement ($\bar{x} = 0.34$) while for high acute self esteem Ss, the type of statement read made little difference. (Positive, $\bar{x} = 0.69$; Neutral, $\bar{x} = 0.99$). Appendix C presents the analysis of variance and results of Kramer's test).

Self esteem as a dependent variable.

As discussed earlier, measuring self esteem after the experiment confounds the effects of two experimental manipulations on the acute self esteem of the S. Both the self esteem manipulation and the reading of an impression statement may influence acute self esteem. Since measuring self esteem immediately following the manipulation might have influenced self esteem in a way that was not intended, it was felt necessary to measure it only following the experiment. A comparison between reported self esteem of those who read a positive statement with those who read a neutral statement should still be instructive since it is assumed that no dissonance effects will occur after reading the neutral statement. Analysis of variance of the scores on the Self Rating Scale indicated a significant interaction between acute self esteem, positive-neutral statements and choice ($F = 11.71$, $df = 1/45$, $p < .01$)(Table 1). Means are presented in Table 5. (See Appendix C for Duncan's test, Kramer's extension). Low acute self esteem Ss who read a neutral statement with no choice rated themselves significantly lower ($\bar{x} = 62.63$) than Ss in any of the other 7 conditions. High self esteem Ss who read a neutral statement with no choice rated themselves highest ($\bar{x} = 77.75$).

Table 4

MEAN CHANGE IN RATING 'HOW DIFFICULT DO YOU THINK IT
WOULD BE TO GET TO KNOW HIM WELL?'

	HIGH ACUTE SELF ESTEEM	LOW ACUTE SELF ESTEEM
CHOICE	0.33 a	2.29 ab
NO CHOICE	1.48	0.63 b

Note. Means followed by the same letter are different
($p < .05$) by Duncan's Multiple Range Test, Kramer's
1956 extension.
A high score indicates easier to get to know.

Table 5

MEAN RESPONSES TO SELF RATING SCALE

		HIGH ACUTE SELF ESTEEM	LOW ACUTE SELF ESTEEM
CHOICE	POSITIVE	77.12	73
	NEUTRAL	74.25	70.63
NO CHOICE	POSITIVE	69.86	75.75
	NEUTRAL	77.75	62.63

DISCUSSION

For the low self esteem person it was predicted that reading a positive statement by choice would increase liking more than reading a positive statement with no choice because reading a positive statement would be inconsistent with his self image. Contrary to this prediction, for Ss whose self esteem had been lowered, reading a positive statement by choice was not different from reading a positive statement with no choice. In both conditions liking increased slightly (Figure 1). Reading a neutral statement, however, led to a greater increase in liking when there was a choice than reading a positive statement. These differences tend in the opposite direction to the predicted one, that is, it is the neutral statement that has the effect of increasing liking in the low self esteem person and not the positive one.

For Ss with low acute self esteem, reading a neutral statement by choice led to greater increase in liking than when there was no choice. This difference was significant ($p < .05$). It is obvious that low self esteem persons viewed the experimental situation differently from those with high self esteem but the explanation cannot lie in the dissonance interpretation presented earlier.

Cohen (1959) suggested that low self esteem persons are more vulnerable, more dependent on the environment and thus more influenced by it. Dittes (1959) thought that low self esteem persons have more need for acceptance from the environment. In an experiment to test the hypothesis, Dittes found in part that attraction to an accepting group was somewhat higher for low self esteem Ss over those with high self esteem although the difference was not significant. He suggested that attraction to the group was positively related to the intensity of need for social approval.

In the present experiment Ss with lowered self esteem may be looking for some support for their faltering self esteem from the narrow environment they find themselves in. It is likely that they see themselves as similar to C after reading a neutral statement by their own choice. This provides some acceptance from the environment. There is some evidence to indicate that we like others similar to ourselves (Izard, 1960) so that it is reasonable to conclude that a feeling of similarity with C will lead to an increase in liking.

That this occurred only when Ss had a choice may also be explained. Zimbardo (1969) explained the effect of choice in these terms: When a person

perceives that he has no choice, that there are no alternative actions open to him, then he 'divests himself of the possibility of genuinely interacting with his environment. Stimulus input can then be processed with minimal cognitive 'interference' and the output behavior should be relatively well correlated with the intensity of that input.' In the present experiment, reading a neutral evaluation with no choice simply leads to a neutral evaluation which is not changed from the first evaluation.

When the person perceives that he has a clear choice between several alternatives with little external justification for the choice, he must 'confront the environment choice has created for him (Zimbardo, 1969, p.14). His cognitive processes are then actively engaged. The person who has chosen to read a neutral statement can then begin the process discussed above in order to boost his lowered self esteem. That the low self esteem person rated C easier to get to know after reading a statement by choice provides some support for this argument although both positive and neutral statements led to equal change in rating how difficult it would be to get to know him well. It is the low self esteem person with choice then who is 'confronting' the environment, who finds a neutral person the kind of person he could get to know and the

kind of person he likes.

For the high self esteem person it was expected that the difference between the positive-choice and positive-no choice conditions would not be as great as for the low self esteem S. This prediction was also contradicted. There is a close to significant difference ($p < .10$) between these two high self esteem conditions with positive-choice Ss increasing in liking while positive-no choice Ss decrease liking slightly. However, for Ss in high acute self esteem conditions, increase in liking is greatest for those who read the neutral statement by choice and somewhat less for those who read the neutral statement with no choice. The possibility was discussed that for the high self esteem person, giving a positive evaluation to a somewhat negative person would be dishonest and for those who had choice, would create dissonance leading to an increase in liking over the no choice conditions. Aronson and Mettee (1968) found that dishonest behavior (cheating) occurred less often in Ss whose self esteem had been raised, suggesting that dishonest behavior would be dissonant with the self image. To clarify this issue in the present experiment a neutral statement condition was added.

Considering only the positive evaluation conditions for both high and low self esteem Ss the high self

esteem person with choice showed the greatest increase in liking. In the other conditions, Ss did not increase liking substantially. By itself this portion of the experiment is consistent with the Aronson and Mettee results. The high self esteem person with choice appears to experience dissonance when being dishonest more than Ss in all other conditions. This portion of the experiment is also consistent with the Davis and Jones (1960) and Glass (1964) results regarding choice. Dissonance apparently occurs for high self esteem Ss only when they have had a choice.

However, when these results are also compared with the neutral evaluation results, this interpretation is questionable. The neutral statement condition was included to provide a base line of increased liking. The high self esteem person increased liking in all conditions except when he was forced to give an evaluation which did not correspond with his own (no choice-positive). Giving a neutral evaluation which corresponded more closely with his impression increased his liking whether or not he had a choice. Thus we cannot say that it is the dishonesty of giving a false statement that created dissonance and increased liking. More plausible is the possibility that the person whose self esteem has been raised is well disposed toward others. The more he sees of this person, the more he

likes him. But when he is forced to give a false statement, something he does not believe in, he over-reacts and decreases liking. Results of the Self Rating scale also show that it is in this condition that his self esteem is lowered most (Table 5). Not only does he not like C, he is less well disposed toward himself as well.

The possibility was discussed that low self esteem Ss who read a positive evaluation might reduce dissonance by raising their self esteem; they might feel better about themselves than those who read a neutral statement. If this happened it was expected that liking would not increase but that dissonance would have been reduced by changing self esteem. From the analysis of the Self Rating scale, the significant interaction between acute self esteem, choice and positive-neutral statement, provides some evidence that this is in fact what happened for Ss whose self esteem was lowered.

The highest self esteem is reported by Ss in the high acute self esteem, no choice, neutral condition while the lowest self rating is reported by low self esteem Ss also in the no choice, neutral condition (Figure 2). Assuming that for those in no choice, neutral conditions, reported self esteem after the experiment reflects their self esteem immediately after

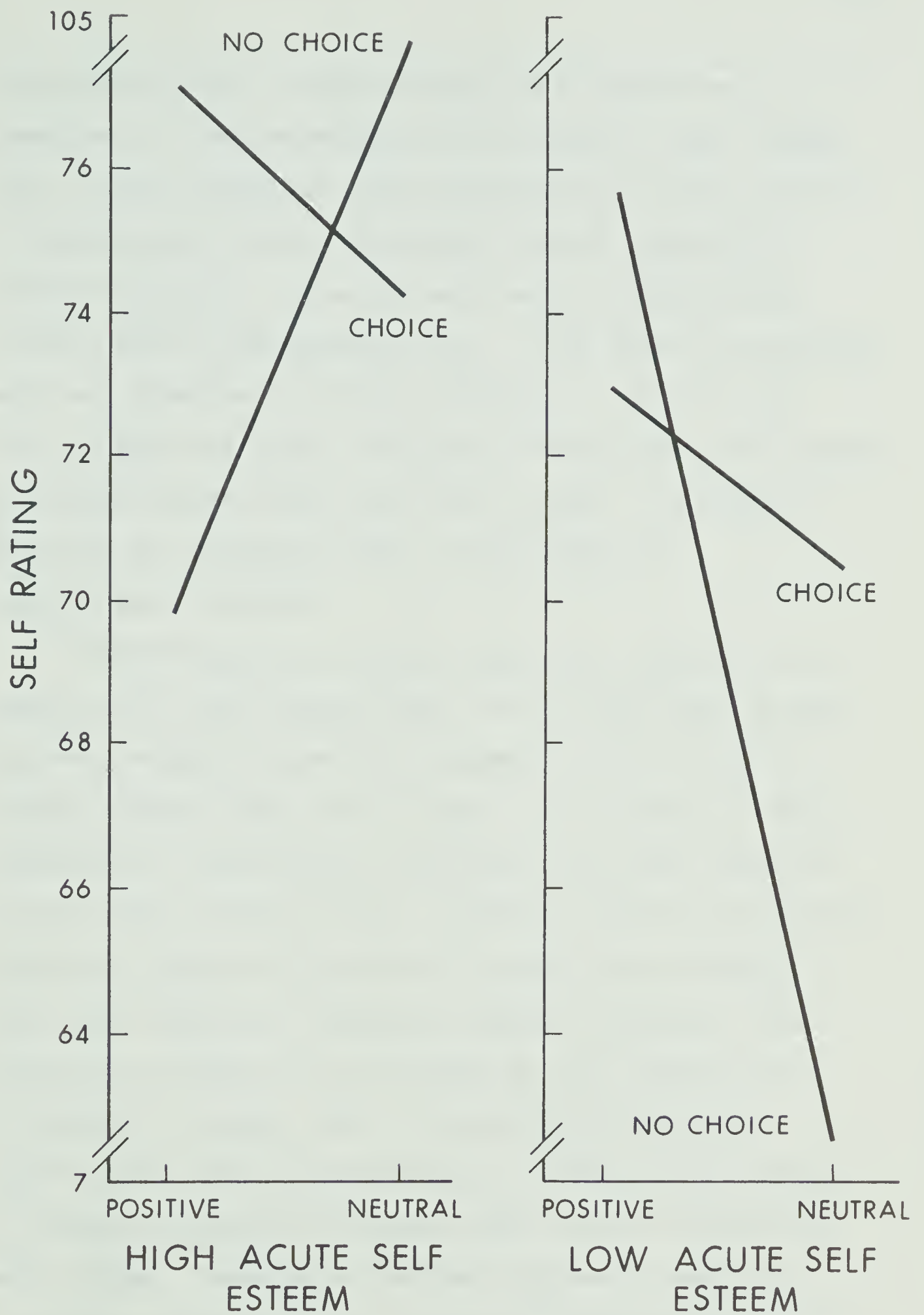


Figure 2. MEAN POST-EXPERIMENTAL SELF RATING

the manipulation, we may use this self rating as a baseline for understanding self ratings in other conditions. This assumption seems justified for three reasons: 1) Reading the neutral statement was not expected to create dissonance and as we have seen it corresponds closely with Ss impression of C. 2) No choice conditions were not expected to create dissonance. 3) The mean self ratings for these two groups (high acute self esteem-no choice-neutral; low acute self esteem - no choice - neutral) are different with a high degree of significance ($p < .001$).

Considering the no choice, neutral condition as a baseline for self rating then, for the high self esteem Ss, only reading a positive statement with no choice reduces already high self esteem. Self rating in this condition is significantly different from the baseline. For low self esteem persons, reading a positive statement either by choice or no choice increases self esteem above the baseline. Reading a neutral statement with choice also leads to an increase in self rating over the baseline rating. All of these differences are significant. This study appears to confound the effects of reading a positive statement and having a choice on self rating. Reading a positive statement, which is a socially acceptable act, in itself appears to raise

the self rating of the person whose self esteem has been lowered even when he has no choice. As well, having a choice may by itself raise the self esteem of a person whose self esteem has been lowered while not having a choice may reduce the self esteem of a person whose self esteem had been raised. It is quite likely that choice and self esteem are closely related. Having high self esteem, a person expects to have choice in the conducting of his daily activities. Exercising choice may lead to an increase in self esteem. If this were true it would be an important consideration in dissonance theory.

It was suggested that chronic and acute self esteem might produce different results. Chronic self esteem, being less subject to change, would interact most with other factors on the liking measures. Acute self esteem might itself be changed producing interactions with other factors on the self esteem measures. Contrary to this expectation, chronic self esteem did not interact with any of the other factors on the liking measures. This may have been because the chronic self esteem groups were not different enough; a median split was used to divide the groups so some subjects were near the median in each group.

As already discussed, while acute self esteem did

interact with other factors on the liking measures it was not in the predicted direction. Acute self esteem did interact with other factors on the self esteem measures in close to the expected manner. Liking measures appear to be much more sensitive to changes in acute self esteem than to differences in chronic self esteem.

This study raises many questions. While the experimental inductions were all highly successful, dependent measures indicate that the initial hypothesis was not an accurate description of what was happening in the situation presented to Ss. It may be that the initial assumption was erroneous, that benefiting another person is not discrepant with the self concept of a low self esteem person although a person who feels inadequate must certainly have doubts about his ability to benefit others. It is also possible that the situation did not represent a chance to benefit another person. Simply reading a positive statement to another person may not be seen as a beneficial act despite the attempt to make C's reaction positive and real.

For high self esteem Ss the effect of choice was striking. Having a choice appears to be a necessary prerequisite to increasing liking after positive evaluation of a somewhat negative person. For low self

esteem Ss there was no comparable increase in liking after positive evaluation but choice was important in increasing liking after neutral evaluation.

Ss whose self esteem was lowered, after reading a positive statement, increased their maturity rating of C more than Ss in any of the other conditions. In this condition, where an increase in liking was expected, there was a more positive rating on an evaluative dimension (maturity). The expected increase in the affective dimension (liking) was not found. The conditions of this experiment may have been more conducive to producing evaluative change rather than affective change with measures being inadequate to detect differences. The evaluative and affective dimensions of attitude may require different conditions to produce change.

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APPENDICES

APPENDIX A

MATERIALS

A - 1 Acute self esteem personality profiles and
face page.

A - 2 Procedure

A - 3 Transcript of videotape

DEPARTMENT OF PSYCHOLOGY



THE UNIVERSITY OF ALBERTA
EDMONTON 7, CANADA

Subject Number 1252

J. Smith

January, 1970.

J. C. Kelly, Psychologist



Subject Number 1252

The subject's profile indicates he has a stable personality and is not given to pronounced mood fluctuations of excitement or depression. His stableness does not seem to reflect compulsive tendencies, but rather, an ability to remain calm and level-headed in almost any circumstance. His profile does suggest he might be rather impulsive concerning small details and unimportant decisions. This impulsive tendency is probably reflected in a lack of concern with material things. In addition, it appears that material things are important to the subject only insofar as they enable him to express his generosity, good nature, and zest for living.

The subject's responses show he would be tolerant of diverse views and opinions without being condescending or intimidated. Because of his tolerance and the indication on his profile of wide interests, enthusiasm, and the ability to accept others without preconditions, the subject probably mixes well at any type of social gathering. In general, the subject seems able to establish satisfying relationships with those around him.

The ego-structure of the subject is very well developed and his responses indicate he possesses an optimal degree of self-confidence, a sharp wit, and a good sense of humor. It appears that the subject has independently arrived at well-defined principles of living through much critical thinking. His profile indicates that, although tolerant of others' opinions, he would refuse to be intimidated in the face of opposing ideas and has the strength of character to express and defend his own opinions.

The subject seems to be intellectually and emotionally very mature for his age and shows a willingness to accept responsibility and to then fulfill the responsibility with originality, imagination, and conscientiousness. The subject is probably much sought after as a friend not only because of the attributes mentioned above, but also because of his warm, generous, and genial nature.

His self-appraisal scores indicate he evaluates himself very positively but realistically. He seems to possess the potential to dominate and guide groups in a constructive action, but the indications are his dominance would be tempered with concern for others so that group members would gladly accept his leadership.

In general, this student appears to be possessed of an extremely well-developed and attractive personality. He seems out-going and people are undoubtedly attracted to him. In addition, the student seems to have been able to develop internal strength and a set of principles which are not compromised to personal popularity.



Subject Number 1252

The subject's profile indicates he has a rather unstable personality and is given to pronounced mood fluctuations of excitement or depression. His instability seems to reflect compulsive tendencies and relative inability to remain calm and level-headed in circumstances which involve tension and pressure.

His profile does suggest he might be rather meticulous and careful concerning small details and when making unimportant decisions. In addition, it appears that material things are very important to the subject as an end in themselves. He appears to be a very selfish person who clings to material things as a source of personal gratification and as an emotional crutch.

The subject's responses show he would be intolerant of diverse views and opinions because of a need to be condescending to others and the narrowness and rigidity of his own opinions. Because of his intolerance and the indication on his profile that he has a below average range of interests, lacks enthusiasm (on rare occasions when his interest is aroused his profile indicates he would be quite enthusiastic), and is usually unable to accept others without preconditions, the subject's social interactions are probably on a very superficial level and rarely lead to sincere friendships with others. His ability to relate to others, in general, is very poor.

The development of the subject's ego structure is obviously below average and his responses indicate he lacks self-confidence and perhaps takes life too seriously. It appears that the subject has never arrived at any well-defined principles of living although he has probably given a good deal of serious thought to the matter-- but has not yet arrived at any concrete conclusions. His profile indicates that although he is intolerant of the opinions of others, he would be intimidated in the face of opposing views from authority figures and generally lacks sufficient strength of character to express and defend his own ideas.

The student seems to be below average for his age in emotional maturity and somewhat above the national average in intellectual ability. His responses also indicate he is below average in his willingness to accept responsibility. His unwillingness to accept responsibility appears to stem from the fact that he has set rigidly high standards of performance for himself but does not possess sufficient imagination and originality to fulfill positions of responsibility at the desired level of efficiency.

A - 2

Procedure

Hello, are you here for Frisco? Has anyone else come? We're waiting for someone else to come but you might as well come in. What's your name? OK, you can come in and have a chair in this room. It looks like we might have to wait for awhile. Maybe this is a good time. We have the results of some personality tests you did in the Fall. We've had a psychologist write up profiles on each person and we're letting people have a look at them while they're waiting in experiments if they wish. I have yours here so you could have a look at it now if you'd like to. (S agrees) (E unlocks desk drawer and searches for file with number 1252. E has a paper with S's name and the number 1252 beside it. E hands the file to S) I'll leave you with that until the other fellow comes. (E leaves).

(Outside S's room) If you'll just come along here and have a chair in this room at the end.

(E returns 9 minutes after leaving S).

The other fellow is here now and we're ready to start. Do you want to hand me that folder? Thanks. Well, this experiment is a study of how people form first impressions of others, especially when they have only a small amount of information to go on. We're interested in studying the kind of impression a person

forms of another when he can observe him but can't interact with him. So that's why we have the television set up here. There's a camera in the next room, it's a closed circuit TV set up so that you can observe him. I'm going to go next door and have a short interview with him, then I'll come back and ask you some questions about your impression. I want you to watch carefully and form your impression. (E turns on TV) You'll have to adjust the volume here so you can hear us. There's a little more to this experiment but I'll tell you about the rest as we go along. (E leaves, turns on videotape).

TRANSCRIPT OF VIDEOTAPE INTERVIEW INSERTED HERE

Now I'd like you to give your impression of him on this form (Form X First Impression). He won't see this so try to give your first reaction to him. The ends of the scale mark the extremes. Place a mark on the scale that indicates your feelings. (When S finishes) As I told you there's a little more to this experiment. The next part of the study concerns how a person reacts when he hears the impression that someone else has formed of him. Particularly we are interested in how a person reacts when he hears impressions that are either very complimentary, or very uncomplimentary or rather neutral. What I have done is to prepare three quite general statements of impressions. One of these is very complimentary and contains statements like 'My overall

impression of you is very favorable'. One is neutral and has statements like 'My feelings about you are pretty neutral' and one has statements like 'You're not the kind of person I would choose for a friend' and that's the negative one.

Choice manipulation.

What I would like you to do is choose one of these to read over the microphone to him and then I'll ask him for his reactions. You can choose any one of the three statements. (Pause) Actually it would kind of help right now if you would choose the complimentary (neutral) one. But it's up to you. Which one do you think you will choose to read to him? (S chooses) OK.

No choice manipulation.

What I do is assign each person on this side of the experiment to read to the person on the other side one of these statements. I'll just pull one of these cards to see which one you are to read. (E pulls a card) Oh, you are to read the complimentary (neutral) one.

Oh, by the way you won't be meeting him after the experiment. He'll be finished before you are and he'll be leaving. Here's the statement. I'll give you a few minutes to read it over while I explain the rest to him. Try to put it in your own style as much as possible. I'll come back when we're ready and then you can read it. (E leaves, returns in 4 minutes having turned on tape) (E turns on monitor). We're all set now.

The microphone is on and you can go ahead. (S reads statement) (E turns off monitor). Fine. Now I'm going to get him started on the reactions to that and I'll be back to ask you a few more questions. (E leaves and returns in 4 minutes).

I have here a self rating form that he filled out at the beginning of the session before our interview. I'd like you to look it over and try to integrate this new information into your overall impression of him. People generally use as much information as they have in forming impressions so if you'll just add this to the information you have already and fill out the form. (E hands S confederate's self rating form and Form Y Final Impression). (When S is finished E hands S the remaining forms). Now there are some questions on this form (Behavioral Inventory) that I have asked him to fill out and I'd like you to do it too about yourself so we'll have some comparison data. Then there is a self rating form like the one he did and the last sheet is questions about the experiment itself. Please take your time and answer all the questions in order. It should take you about 10 minutes. I'll come back then.

A - 3

TRANSCRIPT OF VIDEOTAPED INTERVIEW

'Hi.'

'Hi.'

'Are you finished with that rating scale now?'

'Yah, I guess so.'

'OK. Well, um, I've just explained to the other subject in the next room there what the procedure's all about. Um, yah, he can see us, at least the camera can, he's got the TV screen in his room so he can see us and hear us now.'

'Who?'

'Well, the other fellow who's taking part in this experiment. You won't meet him at all. He's in the next room there. Well, as I told him, we're interested in finding out about first impressions of other people and how people form first impressions. And so the reason for the TV screen is because we want his impression of you when he can just watch you but when he can't take part in any interaction with you. We know that people form first impressions of others pretty quickly. You probably do that too.'

'Well, I don't know Yah, I guess so.'

'We have some ideas about how this happens but we'd like to do some studies on it. So I'd like to just have a short conversation with you about uh, about your

university year and so on.'

'How long is it going to take?'

'Well, it shouldn't take too long, maybe ten minutes or so and then I'd like you to answer some questions after that and there'll be a little bit more after that actually, we'll probably fill up the hour.'

'The hour?'

'Well, a fifty minute period.'

'That questionnaire isn't going to take ... Could I do it after like uh,....'

'Well, not really, when you sign up for the experiment we sort of want you to stay.'

'Yah, but I've got an appointment with somebody.'

'Oh, I see, right away or ...'

'Well, I mean like I better go right, you know like, I've got to go pretty soon.'

'Uh huh, well let's carry on and maybe we can get through it then. OK?' What year of university are you in?'

'My first my second I guess. I uh,....'

'You were here before then were you?'

'I took ... I took a year before two years ago.'

'Oh, yah, well, what are you taking now?'

'I'm in uh, in English.'

'Oh yah, do you like it?'

'Yah, it's not bad, I guess it's ...'

'Do you have any plans for what you might do with it when you finish it?'

'Well, uh, I guess I'll uh, I'll teach it I s'pose.'

'Where were you thinking of teaching, high school...'

'Yah, yah, I s'pose I'll'

'Do you find it kind of challenging or is it pretty easy for you?'

'Well, it's uh, I don't work that much but uh, you know you gotta have something if you want to get through it, it's uh, yah it's not bad.'

'Uh huh, do you have any special hobbies or take part in anything else on campus besides studying?'

'Well, naw, well well I uh, I used to collect stamps.'

'Uh huh.'

'I don't know, I don't know too many kids here, like they're all kinda young.'

'They're younger than you?'

'Yah, well like bunch of kids, you know like they're not very interesting, you know.'

'Uh huh, do you do any sports at all?'

'Uh, ... No none here. I used to play basketball in uh, back home. I tried out here but uh, I don' know, I just want to study this year. I uh,...'

'Where's ,... where's home for you?'

'Bonneyville'

'You've lived there all you life?'

'Uh, most of it.'

'How do you find your professors and classes this year?'

'I don't know ... it's not bad.'

'Do you think they're any good teachers? Are they interested in the students at all?'

'Yah, I s'pose.'

'Do you ever get to know any of them or are your classes too big for that?'

'Who?'

'Your professors, I mean do you get to know your professors at all?'

'Why should I? Big classes, I don't know, I don't know.'

'Well you hear a lot of different ideas about university students today, there's a lot of radicals on the campus, a lot of talk about it, um, what do you think students are like? What about the students that you go to classes with?'

They're uh, I don't know kids that much?'

'Do you think that most of the students are interested in getting ahead or are they really serious about university or uh, are they just interested in having a good time or'

'I guess so. I guess some of them are interested in having a good time some of them are not. That's ...

I don't know. I don't know that many.'

'Do you know anybody well enough to know what he really thinks about university. Do you ever talk to them about it?'

'No. Well, yah I know some kids, you know like, in class, I talk some, uh, they're ... I don't know, they're ... I'd rather not talk about it.'

'Uh huh, OK, well that's fine then, um, I'll give you a scale here that I want you to fill out, and then uh, I'm going to go next door and talk with the other subject and I'll come back in a few minutes and ...'

'Yah, well I have to go now.'

'Well, I'd like you to stay. The rest of it will take oh, probably fifteen minutes or so. Could you stay that long?'

'I s'pose.'

'OK.'

APPENDIX B

MEASURES

- B - 1 Janis and Field Feelings of Inadequacy Scale:
Attitude Questionnaire Part I.
- B - 2 Pre-measure: Form X First Impression.
- B - 3 Post-measure: Form Y Final Impression.
- B - 4 Post-experimental self esteem measures:
Form Z Behavioral Inventory, Self Rating Scale.
- B - 5 Checks on manipulations: Final Questionnaire.
- B - 6 Confederate's self rating scale.

B - 1 ATTITUDE QUESTIONNAIRE - PART I

Please indicate how each of the following statements applies to you by blackening in the appropriate number on the IBM answer sheet. Use the rating scale from 1 to 5 which follows each statement. Please mark every item.

1. How often do you feel inferior to most of the people you know?
 1. Very often
 2. Fairly often
 3. Sometimes
 4. Once in a great while
 5. Practically never
2. Do you ever think that you are a worthless individual?
 1. Very often
 2. Fairly often
 3. Sometimes
 4. Once in a great while
 5. Practically never
3. How confident do you feel that some day the people you know will look up to you and respect you?
 1. Very
 2. Fairly
 3. Slightly
 4. Not very
 5. Not at all
4. How often do you feel to blame for your mistakes?
 1. Very often
 2. Fairly often
 3. Sometimes
 4. Once in a great while
 5. Practically never
5. Do you ever feel so discouraged with yourself that you wonder whether anything is worth while?
 1. Very often
 2. Fairly often
 3. Sometimes
 4. Once in a great while
 5. Practically never

6. How often do you feel that you dislike yourself?
 1. Very often
 2. Fairly often
 3. Sometimes
 4. Once in a great while
 5. Practically never
7. In general, how confident do you feel about your abilities?
 1. Very
 2. Fairly
 3. Slightly
 4. Not very
 5. Not at all
8. How often do you have the feeling that there is nothing you can do well?
 1. Very often
 2. Fairly often
 3. Sometimes
 4. Once in a great while
 5. Practically never
9. How much do you worry about how well you get along with other people?
 1. Very
 2. Fairly
 3. Slightly
 4. Not very
 5. Not at all
10. How often do you worry about criticisms that might be made of your work by whoever is responsible for checking up on your work?
 1. Very often
 2. Fairly often
 3. Sometimes
 4. Once in a great while
 5. Practically never

11. Do you ever feel afraid or anxious when you are going into a room by yourself where other people have already gathered and are talking?
 1. Very often
 2. Fairly often
 3. Sometimes
 4. Once in a great while
 5. Practically never
12. How often do you feel self-conscious?
 1. Very often
 2. Fairly often
 3. Sometimes
 4. Once in a great while
 5. Practically never
13. When you have to talk in front of a class or a group of people your own age, how afraid or worried do you usually feel?
 1. Very
 2. Fairly
 3. Slightly
 4. Not very
 5. Not at all
14. When you are trying to win in a game or sport and you know that other people are watching you, how rattled or flustered do you usually get?
 1. Very
 2. Fairly
 3. Slightly
 4. Not very
 5. Not at all
15. How much do you worry about whether other people will regard you as a success or a failure in your job or career?
 1. Very
 2. Fairly
 3. Slightly
 4. Not very
 5. Not at all

16. When in a group of people, do you have trouble thinking of the right things to talk about?
1. Very often
 2. Fairly often
 3. Sometimes
 4. Once in a great while
 5. Practically never
17. When you have made an embarrassing mistake or have done something that makes you look foolish, how long do you usually keep on worrying about it?
1. Very
 2. Fairly
 3. Slightly
 4. Not very
 5. Not at all
18. Do you find it hard to make talk when you meet new people?
1. Very often
 2. Fairly often
 3. Sometimes
 4. Once in a great while
 5. Practically never
19. How often do you worry about whether other people like to be with you?
1. Very often
 2. Fairly often
 3. Sometimes
 4. Once in a great while
 5. Practically never
20. How often are you troubled with shyness?
1. Very often
 2. Fairly often
 3. Sometimes
 4. Once in a great while
 5. Practically never

21. When you are trying to convince other people who disagree with your ideas, how worried do you usually feel about the impression you are making?
1. Very
 2. Fairly
 3. Slightly
 4. Not very
 5. Not at all
22. When you think about the possibility that some of your friends or acquaintances might not have a good opinion of you, how concerned or worried do you feel about it?
1. Very
 2. Fairly
 3. Slightly
 4. Not very
 5. Not at all
23. How often do you feel worried or bothered about what other people think of you?
1. Very often
 2. Fairly often
 3. Sometimes
 4. Once in a great while
 5. Practically never

B - 2

Form X First Impression

Instructions: Mark an X on the scale at the point that best indicates your own impressions of the other subject. Please be as honest and frank as possible.

1. How much do you like him as a person?

Very much: _____:Not at all

2. How warm do you feel he is?

Very warm: _____:Very cool

3. How much would you like to meet him socially?

Very much: _____:Not at all

4. Is this the kind of person you would like to have for a friend?

Very much: _____:Not at all

5. How difficult do you think it would be to get to know him well?

Very
difficult; _____:Very easy

6. How well do you think he would fit in with your friends?

Very well; _____:Not at all

7. Do you think he has a good sense of humor?

Very poor: _____:Very good

8. How mature do you think he is?

Very
mature: _____:Very
immature

9. How sensitive do you think he is to the feelings of others?

Very
sensitive: _____:Very
insensitive

10. How intelligent do you think he is?

Very
intelligent: _____:Very dull

B - 3

Form Y Final Impression

Instructions: Mark an X on the scale at the point that best indicates your own impressions of the other subject. Please be as honest and frank as possible.

1. How much do you like him as a person?

Very much: _____:Not at all

2. How warm do you feel he is?

Very warm: _____:Very cool

3. How much would you like to meet him socially?

Very much: _____:Not at all

4. Is this the kind of person you would like to have for a friend?

Very much: _____:Not at all

5. How difficult do you think it would be to get to know him well?

Very difficult: _____:Very easy

6. How well do you think he would fit in with your friends?

Very well: _____:Not at all

7. Do you think he has a good sense of humor?

Very poor: _____:Very good

8. How mature do you think he is?

Very mature: _____:Very immature

9. How sensitive do you think he is to the feelings of others?

Very sensitive: _____:Very insensitive

10. How intelligent do you think he is?

Very
intelligent: _____:Very dull

11. What other things would you like to find out about
this person?

12. Do you have any general comments about your
impression of him?

B - 4

Form Z Behavioral Inventory

Instructions: Circle the number which best describes your feelings or behavior.

1. How often do you feel inferior to most of the people you know?
 1. Very often
 2. Fairly often
 3. Sometimes
 4. Once in a great while
 5. Practically never
2. How confident do you feel that some day the people you know will look up to you and respect you?
 1. Very
 2. Fairly
 3. Slightly
 4. Not very
 5. Not at all
3. Do you ever feel so discouraged with yourself that you wonder whether anything is worth while?
 1. Very often
 2. Fairly often
 3. Sometimes
 4. Once in a great while
 5. Practically never
4. In general, how confident do you feel about your abilities?
 1. Very
 2. Fairly
 3. Slightly
 4. Not very
 5. Not at all
5. How much do you worry about how well you get along with other people?
 1. Very often
 2. Fairly often
 3. Sometimes
 4. Once in a great while
 5. Practically never

6. Do you ever feel afraid or anxious when you are going into a room by yourself where other people have already gathered and are talking?

1. Very often
2. Fairly often
3. Sometimes
4. Once in a great while
5. Practically never

7. When you have to talk in front of a class or a group of people your own age, how afraid or worried do you usually feel?

1. Very
2. Fairly
3. Slightly
4. Not very
5. Not at all

8. How much do you worry about whether other people will regard you as a success or failure in your job or career?

1. Very often
2. Fairly often
3. Sometimes
4. Once in a great while
5. Practically never

9. When you have made an embarrassing mistake or have done something that makes you look foolish, how long do you usually keep on worrying about it?

1. Very long
2. Fairly long
3. Slightly
4. Not very long
5. Not at all

10. How often do you worry about whether other people like to be with you?

1. Very often
2. Fairly often
3. Sometimes
4. Once in a great while
5. Practically never

11. When you are trying to convince other people who disagree with your ideas, how worried do you usually feel about the impression you are making?
1. Very
 2. Fairly
 3. Slightly
 4. Not very
 5. Not at all
12. How often do you feel worried or bothered about what other people think of you?
1. Very often
 2. Fairly often
 3. Sometimes
 4. Once in a great while
 5. Practically never
13. I would describe myself as happy.
1. Very much
 2. Fairly
 3. Slightly
 4. Not very
 5. Not at all
14. I feel secure in social situations.
1. Not at all characteristic of me
 2. Not very
 3. Slightly
 4. Fairly
 5. Very much characteristic of me
15. I enjoy social gatherings just to be with people.
1. Very much characteristic of me
 2. Fairly
 3. Slightly
 4. Not very
 5. Not at all characteristic of me
16. I would be willing to describe myself as a pretty 'strong' personality.
1. Very
 2. Fairly
 3. Slightly
 4. Not very
 5. Not at all

17. I usually expect to succeed in the things I do.

1. Very much characteristic of me
2. Fairly
3. Slightly
4. Not very
5. Not at all characteristic of me

18. I feel confident of my appearance.

1. Very
2. Fairly
3. Slightly
4. Very
5. Not at all

B - 4

I.D. No. _____

Self rating scale

I consider myself

KNOWLEDGEABLE	____:____:____:____:____:____:____	IGNORANT
INCONSIDERATE	____:____:____:____:____:____:____	CONSIDERATE
FRIENDLY	____:____:____:____:____:____:____	UNFRIENDLY
CONFIDENT	____:____:____:____:____:____:____	UNCONFIDENT
SHY	____:____:____:____:____:____:____	OUTGOING
INFERIOR	____:____:____:____:____:____:____	SUPERIOR
HAPPY	____:____:____:____:____:____:____	UNHAPPY
LAZY	____:____:____:____:____:____:____	AMBITIOUS
INTELLIGENT	____:____:____:____:____:____:____	UNINTELLIGENT
UNFORTUNATE	____:____:____:____:____:____:____	FORTUNATE
HUMBLE	____:____:____:____:____:____:____	CONCEITED
PLACID	____:____:____:____:____:____:____	AGGRESSIVE
OPTIMISTIC	____:____:____:____:____:____:____	PESSIMISTIC
ENJOY HELPING		AVOID HELPING
OTHERS	____:____:____:____:____:____:____	OTHERS
LOSE MY		
TEMPER	____:____:____:____:____:____:____	EVEN TEMPERED

FINAL QUESTIONNAIRE

Please answer the following questions by placing a mark on the line to indicate your feelings.

How did you feel about participating in this experiment?

Negative: _____:Positive

How much did you feel you could choose which impression statement you could read to the other subject?

Not at all: _____:The
choice was
mine

How much did you want to read the impression statement?

Very much: _____:Not at all

How did you regard the impression statement you read to the other subject?

Negative: _____:Positive

How do you think he regarded the impression statement you read to him?

Negative: _____:Positive

How much did the statement you read correspond with your own impression of the other subject?

Very close: _____:No
correspondence correspondence

How much do you think the other subject liked you after hearing your impressions?

Very much: _____:Not at
all

What do you think the experiment was about?

Do you have any comments about any part of the experiment?

I.D. No. 681067

Self rating scale

I consider myself

KNOWLEDGEABLE	_____ : _____ : <input checked="" type="checkbox"/> : _____ : _____ : _____ : _____	IGNORANT
INCONSIDERATE	_____ : _____ : _____ : _____ : <input checked="" type="checkbox"/> : _____ : _____	CONSIDERATE
FRIENDLY	<input checked="" type="checkbox"/> : _____ : _____ : _____ : _____ : _____ : _____	UNFRIENDLY
CONFIDENT	_____ : <input checked="" type="checkbox"/> : _____ : _____ : _____ : _____ : _____	UNCONFIDENT
SHY	_____ : _____ : _____ : _____ : <input checked="" type="checkbox"/> : _____ : _____	OUTGOING
INFERIOR	_____ : _____ : _____ : _____ : _____ : <input checked="" type="checkbox"/> : _____	SUPERIOR
HAPPY	_____ : <input checked="" type="checkbox"/> : _____ : _____ : _____ : _____ : _____	UNHAPPY
LAZY	_____ : _____ : _____ : _____ : _____ : <input checked="" type="checkbox"/> : _____	AMBITIOUS
INTELLIGENT	_____ : <input checked="" type="checkbox"/> : _____ : _____ : _____ : _____ : _____	UNINTELLIGENT
UNFORTUNATE	_____ : _____ : _____ : _____ : <input checked="" type="checkbox"/> : _____ : _____	FORTUNATE
HUMBLE	_____ : _____ : _____ : _____ : <input checked="" type="checkbox"/> : _____ : _____	CONCEITED
PLACID	_____ : _____ : _____ : _____ : _____ : <input checked="" type="checkbox"/> : _____	AGGRESSIVE
OPTIMISTIC	_____ : _____ : <input checked="" type="checkbox"/> : _____ : _____ : _____ : _____	PESSIMISTIC
ENJOY HELPING		AVOID HELPING
OTHERS	_____ : _____ : _____ : <input checked="" type="checkbox"/> : _____ : _____ : _____	OTHERS
LOSE MY		
TEMPER	_____ : <input checked="" type="checkbox"/> : _____ : _____ : _____ : _____ : _____	EVEN TEMPERED

APPENDIX C

RESULTS

Table C - 1

SUMMARY OF ANALYSIS OF VARIANCE FOR RESPONSES TO
'HOW MUCH DID YOU FEEL YOU COULD CHOOSE WHICH IMPRESSION
YOU COULD READ TO THE OTHER SUBJECT?'

Source	df	MS	F
ASE	1	0.17	0.03
C	1	88.18	17.37**
ASE x C	1	10.54	2.08
PN	1	1.27	0.25
ASE x PN	1	0.55	0.11
C x PN	1	1.17	0.23
ASE x C x PN	1	0.004	0.0007
CSE	1	9.87	1.94
ASE x CSE	1	11.28	2.22
C x CSE	1	32.35	6.37*
ASE x C x CSE	1	12.28	2.42
PN x CSE	1	1.70	0.34
C x PN x CSE	1	13.38	2.64
ASE x C x PN x CSE	1	1.35	0.27
ERROR	45	5.08	

* $p < .05$ ** $p < .01$

Table C - 2

	HIGH CHRONIC SELF ESTEEM	LOW CHRONIC SELF ESTEEM	
CHOICE	3.75	3.06	} 3.39
NO CHOICE	4.77	7.04	

Note. Low score denotes more choice in the above means.

Table C - 3

SUMMARY OF ANALYSIS OF VARIANCE FOR RESPONSES TO
'HOW DO YOU THINK HE REGARDED THE IMPRESSION STATEMENT.
YOU READ TO HIM?'

Source	df	MS	F
ASE	1	0.01	0.003
C	1	0.44	0.12
ASE x C	1	2.43	0.65
PN	1	96.32	25.74**
ASE x PN	1	5.53	1.48
C x PN	1	12.96	3.47
ASE x C x PN	1	1.73	0.46
CSE	1	0.91	0.24
ASE x CSE	1	1.64	0.44
C x CSE	1	5.23	1.40
ASE x C x CSE	1	8.07	2.16
PN x CSE	1	4.34	1.16
ASE x PN x CSE	1	3.14	0.84
C x PN x CSE	1	1.54	0.41
ASE x C x PN x CSE	1	2.02	0.54
ERROR	46	3.74	

** $p < .01$

Means: Positive $\bar{x} = 2.77$ Neutral $\bar{x} = 5.28$
Low score indicates positive rating

Table C - 4

SUMMARY OF ANALYSIS OF VARIANCE FOR RESPONSES TO
'HOW DID YOU REGARD THE IMPRESSION STATEMENT YOU READ
TO THE OTHER SUBJECT?'

Source			
ASE	1	0.01	0.00
C	1	14.38	2.36
ASE x C	1	23.69	3.89
PN	1	1.43	0.24
ASE x PN	1	1.87	0.31
C x PN	1	11.69	1.92
ASE x C x PN	1	0.00	0.00
CSE	1	2.61	0.43
ASE x CSE	1	3.61	0.59
C x CSE	1	7.25	1.19
ASE x C x CSE	1	1.84	0.30
PN x CSE	1	10.56	1.73
ASE x PN x CSE	1	2.19	0.36
C x PN x CSE	1	9.59	1.57
ASE x C x PNxCSE	1	17.95	2.95
ERROR	45	6.09	

Table C - 5

SUMMARY OF ANALYSIS OF VARIANCE FOR RESPONSES TO
'HOW MUCH DO YOU THINK THE OTHER SUBJECT LIKED YOU
AFTER HEARING YOUR IMPRESSIONS?'

Source	df	MS	F
ASE	1	0.50	0.37
C	1	0.54	0.40
ASE x C	1	0.61	0.46
PN	1	26.71	19.85**
ASE x PN	1	1.69	1.25
C x PN	1	13.50	10.03**
ASE x C x PN	1	0.78	0.58
CSE	1	2.02	1.50
ASE x CSE	1	0.54	0.40
C x CSE	1	3.02	2.25
ASE x C x CSE	1	4.75	3.53
PN x CSE	1	13.50	10.03**
ASE x PN x CSE	1	1.50	1.11
C x PN x CSE	1	4.54	3.37
ASE x C x PN x CSE	1	0.65	0.49
ERROR	46	1.35	

** $p < .01$

Table C - 6

MEAN RESPONSES TO
 'HOW MUCH DO YOU THINK THE OTHER SUBJECT LIKED YOU AFTER
 HEARING YOUR IMPRESSIONS?'

		HIGH CHRONIC SELF ESTEEM	LOW CHRONIC SELF ESTEEM	
POSITIVE	CHOICE	3.0	3.2	
	NO CHOICE	3.03	5.24	
		3.01	4.15	3.58
NEUTRAL	CHOICE	5.54	5.06	
	NO CHOICE	4.89	4.21	
		5.21	4.64	4.93

Note. Low score indicates greater liking.

Table C - 7

SUMMARY OF ANALYSIS OF VARIANCE FOR RESPONSES TO
'HOW MUCH DID THE STATEMENT YOU READ CORRESPOND WITH
YOUR OWN IMPRESSION OF THE OTHER SUBJECT?'

Source	df	MS	F
ASE	1	2.68	0.98
C	1	5.55	2.03
ASE x C	1	14.08	5.14*
PN	1	75.55	27.59**
ASE x PN	1	1.07	0.39
C x PN	1	0.18	0.06
ASE x C x PN	1	4.25	1.55
CSE	1	1.00	0.37
ASE x CSE	1	0.86	0.31
C x CSE	1	7.96	2.91
ASE x C x CSE	1	0.01	0.00
PN x CSE	1	0.29	0.11
ASE x PN x CSE	1	15.20	5.55*
C x PN x CSE	1	0.24	0.09
ASE x C x PN x CSE	1	4.15	1.52
ERROR	46	2.74	

* $p < .05$

** $p < .01$

Table C - 8

MEAN RESPONSES TO
 'HOW MUCH DID THE STATEMENT YOU READ CORRESPOND WITH
 YOUR OWN IMPRESSION OF THE OTHER SUBJECT?'

		HIGH ACUTE SELF ESTEEM	LOW ACUTE SELF ESTEEM
CHOICE		4.64	4.12
NO CHOICE		4.25	5.65
		HIGH ACUTE SELF ESTEEM	LOW ACUTE SELF ESTEEM
HIGH CHRONIC SELF ESTEEM	POSITIVE	6.14	5.79
	NEUTRAL	2.8	4.71
LOW CHRONIC SELF ESTEEM	POSITIVE	5.26	6.17
	NEUTRAL	3.64	3.08

Note. Low score indicates greater correspondence.

Table C - 9

MATRIX OF CORRELATIONS OF DEPENDENT MEASURES
(PRE-MEASURE MINUS POST-MEASURE)

	2	3	4	5	6	7	8	9	10
	**	**	**		*	*	*		*
1	0.41	0.33	0.39	0.10	0.27	0.26	0.27	0.08	0.28
		**	**	**	**	**		*	
2		0.62	0.53	0.36	0.51	0.58	0.08	0.26	0.17
			**		**	**			
3			0.52	0.21	0.42	0.48	0.03	0.20	0.11
					**	**		*	
4				0.07	0.33	0.42	0.08	0.24	0.14
					**	**			
5					0.56	0.53	-0.09	0.11	0.02
						**		*	
6						0.47	0.02	0.21	-0.12
7							0.09	0.05	0.10
								**	*
8								0.31	0.22
9									-0.09

* $p < .05$

** $p < .01$

Note. Column and row headings indicate number of question on dependent measures.

Table C - 10

DUNCAN'S MULTIPLE RANGE TEST (KRAMER'S 1956 EXTENSION)
FOR CHANGE IN LIKING MEANS
SHOWN IN TABLE 3

	A	B	C	D	E	F	G	H
n	7	8	7	8	8	8	8	8
\bar{x}	-0.94	0.29	2.17	2.85	3.94	4.20	5.69	5.93
A		3.36	8.23	10.36	13.28	14.05	18.12*	18.78*
B			4.61	7.24	10.30	11.06	15.27	15.95*
C				1.86	4.83	5.33	9.62	10.28
D					3.04	3.82	8.03	8.71
E						0.73	4.94	5.62
F							4.21	4.89
G								0.68

* $p < .05$

Shortest significant ranges

Range	2	3	4	5	6	7	8
	14.04	14.76	15.24	15.33	15.84	16.04	16.21

Table C - 11

SUMMARY OF ANALYSIS OF VARIANCE FOR CHANGE IN RESPONSES
TO 'HOW DIFFICULT DO YOU THINK IT WOULD BE TO GET TO
KNOW HIM WELL?'

Source	df	MS	F
ASE	1	5.63	1.22
C	1	1.49	0.32
ASE x C	1	28.56	6.21*
PN	1	0.01	0.00
ASE x PN	1	4.32	0.94
C x PN	1	0.16	0.03
ASE x C x PN	1	1.15	0.25
CSE	1	4.12	0.90
ASE x CSE	1	2.84	0.62
C x CSE	1	0.04	0.01
ASE x C x CSE	1	12.07	2.62
PN x CSE	1	0.83	0.18
ASE x PN x CSE	1	2.84	0.62
C x PN x CSE	1	0.29	0.06
ASE x C x PN x CSE	1	0.04	0.01
ERROR	46	4.60	

* $p < .05$

Table C - 12

DUNCAN'S MULTIPLE RANGE TEST (KRAMER'S 1956 EXTENSION)

FOR MEANS SHOWN IN TABLE 4

'HOW DIFFICULT DO YOU THINK IT WOULD BE
TO GET TO KNOW HIM WELL?'

	A	B	C	D
n	16	16	15	15
x	0.33	0.625	1.48	2.29
<hr/>				
A		1.18	4.52	7.70*
B			3.36	6.54*
C				3.13
<hr/>				

Shortest significance ranges

Range	2	3	4
<hr/>			
(0 = .05)	5.95	6.26	6.46

* $p < .05$

Table C - 13
 DUNCAN'S MULTIPLE RANGE TEST (KRAMER'S 1956 EXTENSION)
 FOR MEANS SHOWN IN TABLE 5
 RESPONSES TO SELF RATING SCALE

	A	B	C	D	E	F	G	H
	8	7	8	6	8	8	8	8
	62.63	69.86	70.63	73.00	74.25	75.75	77.12	77.75
A		19.76*	22.86*	27.16**	33.21**	37.50***	41.41***	42.76***
B			2.10	7.98	12.00	16.09	19.84	21.56*
C				6.77	10.35	14.63	18.55	20.35*
D					3.27	7.20	10.79	12.44
E						4.29	8.20	10.00
F							3.92	5.72
G								1.80

Shortest significant ranges

Range	2	3	4	5	6	7	8
($\alpha=.05$)	18.05	18.99	19.60	20.03	20.37	20.63	20.85
($\alpha=.01$)	24.16	25.19	25.89	26.41	26.81	27.14	27.41
($\alpha=.001$)	31.72	32.79	33.53	34.09	34.53	34.90	35.21

* $p<.05$ ** $p<.01$ *** $p<.001$

Table C - 14

SUMMARY OF ANALYSIS OF VARIANCE FOR CHANGE IN RESPONSES
TO 'HOW MATURE DO YOU THINK HE IS?'

Source	df	MS	F
ASE	1	1.00	0.86
C	1	0.01	0.01
ASE x C	1	0.90	0.78
PN	1	0.18	0.16
ASE x PN	1	4.73	4.08*
C x PN	1	2.64	2.28
ASE x C x PN	1	0.23	0.19
CSE	1	0.90	0.78
ASE x CSE	1	0.06	0.05
C x CSE	1	1.00	0.86
ASE x C x CSE	1	0.00	0.00
PN x CSE	1	1.63	1.40
ASE x PN x CSE	1	0.60	0.52
C x PN x CSE	1	3.33	2.87
ASE x C x PN x CSE	1	0.18	0.16
ERROR	46	1.16	

* $p < .05$

Table C - 15

MEAN CHANGE IN RESPONSES TO
'HOW MATURE DO YOU THINK HE IS?'

	HIGH ACUTE SELF ESTEEM	LOW ACUTE SELF ESTEEM
POSITIVE	0.69	1.13 *
NEUTRAL	0.99	0.34

Note. High score indicates more maturity on second rating.

Symbol *- indicates significant difference ($p < .10$)

Table C - 16

DUNCAN'S MULTIPLE RANGE TEST (KRAMER'S 1956 EXTENSION)
FOR RESPONSES TO 'HOW MATURE DO YOU THINK HE IS?'

MEANS	A	B	C	D
n	16	15	16	15
x	0.34	0.69	0.99	1.13
A		1.38	2.60	3.11*
B			1.18	1.70
C				0.55
* $p < .10$				

Shortest significant ranges

Range	2	3	4
($\alpha = .05$)	3.08	3.25	3.34
($\alpha = .10$)			2.81

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